


1928-29

Mitchell



Announcements for
1929-1930



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SEVENTY-THIRD ANNUAL CATALOGUE

OF

MITCHELL COLLEGE

FOUNDED 1856

AN ACCREDITED STANDARD JUNIOR COLLEGE

FOR YOUNG WOMEN

AND

MITCHELL ACADEMY

SESSION OF 1929-'30

STATESVILLE. NORTH CAROLINA



COLLEGE CALENDAR

1 9 2 9

- SEPTEMBER 2ND—Registration of Day Students.
SEPTEMBER 3RD—Arrival and Registration of Boarding Students.
SEPTEMBER 4TH—Opening of Session, (9:00 A. M.)
NOVEMBER 4TH—End of First Quarter.
NOVEMBER 21ST—Thanksgiving Holiday.
DECEMBER 20TH—Christmas Holiday Begins.

1 9 3 0

- JANUARY 7TH—Class Work Resumed, (9:00 A. M.)
JANUARY 21ST—End of First Semester.
MARCH 25TH—End of Third Quarter.
MAY 25TH, 26TH AND 27TH—Commencement.

“It is not necessary that this should be a large school; it is necessary that it should be a good school.”

OUR AIM

“A school where the spirit and ability of the faculty, the content of the curriculum and life, and the quality of the equipment all conduce to help the student to ‘increase in wisdom and in stature and in favor with God and man.’ ”

WHAT MAKES A SCHOOL CHRISTIAN?

W. L. Lingle, D. D.

1. **A Christian Faculty:** In one of his letters Henry Drummond says that the best evidence of Christianity is a Christian. If you recall for a moment the teachers who have meant most to you, I believe that you will discover that the impress of their personalities and the influence of their daily lives meant far more to you than their teaching. A Christian faculty creates a Christian atmosphere in which Christianity can live and grow.

2. **Christian Teaching:** Yes, we would like to see some distinctly Christian subjects taught in our colleges. For example, there ought to be a good course in the English Bible, not as a book of history and literature, but as a book of religion and life. However, the idea that I am trying to express is more comprehensive than that. Every course in the curriculum in a real Christian college is taught from a Christian point of view.

There is a vast difference between a course in science under a Christian professor who is able to think God's thoughts after Him, and a course in science under an atheist who has said in his heart that there is no God.

3. **A Christian Atmosphere:** This is created by the faculty and the students, and by the whole devotional life of the institution. Atmosphere is an intangible thing, but it has more to do with making a home or a college Christian than anything else. Our deepest convictions in life come to us from the atmosphere we breathe in the home and in the school.

BOARD OF TRUSTEES

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 MR. E. B. WATTS, *Secretary-Treasurer*,.....Statesville

TERM EXPIRES AUTUMN, 1930

REV. C. M. RICHARDS, D. D.,.....Davidson
 REV. J. R. HAY,.....Hickory
 MR. W. F. HALL,.....Statesville
 MR. KARL SHERRILL,.....Statesville
 MR. W. L. MORRIS,.....Concord
 MISS SUSAN PERKINS,.....Morganton
 MISS SALLIE RAMSEUR,.....Glen Alpine

TERM EXPIRES AUTUMN, 1931

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 REV. C. E. RAYNAL, D.D.,.....Statesville
 REV. S. L. CATHEY,.....Loray
 MR. R. V. CALDWELL,.....Concord
 MR. C. P. MCNEELY,.....Mooresville
 MRS. Z. V. LONG,.....Statesville
 MRS. H. A. ROUZER,.....Salisbury

TERM EXPIRES AUTUMN, 1932

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 REV. T. W. LINGLE, PH.D.,.....Davidson
 MR. E. B. WATTS,.....Statesville
 MR. J. J. WILLARD,.....Hickory
 MR. H. A. ROUZER,.....Salisbury
 MRS. W. B. RAMSEY,.....Hickory
 MRS. E. F. REID,.....Lenoir

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 MR. W. F. HALL MR. E. B. WATTS.



Mrs. Minnie Eliason



Ollie Brindley
DEAN



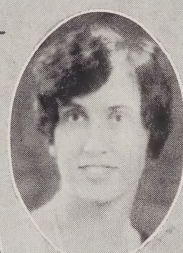
Katherine Nooe



Hattie Fowler



G.H. Ellmore
PRESIDENT



Margaret Sloan



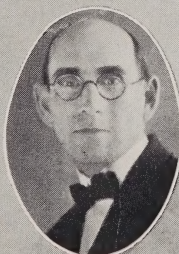
Virginia Thomas



Mary Eliason



Mrs. R.M. Rickert



R.L. Johnson



Ora Sharpe

FACULTY

OFFICERS AND INSTRUCTORS

1 9 2 8 - 1 9 2 9

REV. G. H. ELLMORE, B. D., PRESIDENT

University of Virginia; Union Theological Seminary, B. D.; Graduate Student,
University of Virginia and University of North Carolina.

Mathematics

MISS OLLIE BRINDLEY, B. S., B. R. E., M. A.*

University of Alabama, B. S.; Biblical Seminary, B. R. E.;
New York University, M. A.

Dean and Bible

MRS. MINNIE H. ELIASON, B. S.

Mitchell College; North Carolina College for Women, B. S.; Normal Training,
Corpus Christi; Summer Schools, N. C. C. W.

History

MISS MARY ELIASON, B. A., M. A.

North Carolina College for Women, B. A.; University of N. C., M. A.

Science and English

MISS HATTIE FOWLER, B. S., M. A.

Mitchell College, B. S.; Columbia University, M. A.

Education and English

MISS KATHERINE V. NOOE, A. B., M. A.

Meredith College, A. B.; Columbia University, M. A.;
Sorbonne University, France

French and Spanish

*Degree conferred in October.

MISS MARGARET SLOAN, A. B.

Piano Certificate, Mitchell College, 1919; Converse College, A. B., 1923; Instructor in Mooresville City Schools, 1923-1924; Piano Certificate, Peabody Conservatory, 1926; Voice Certificate, Peabody Conservatory, 1927; Public School Music Certificate, Peabody Conservatory, 1927; Member, Peabody Piano Faculty, 1926-1928; Head of Voice Department, Garrison Forest School, Garrison, Maryland, 1927-1928; Director of Music, Mitchell College, 1928—

Music

MISS VIRGINIA THOMAS, A. B., B. M.

Graduate, Andrew College; Wesleyan College, A. B., B. M.; Louisville Conservatory Instructor in Piano, Andrew College, 1924-1928; Mitchell College, 1928—

Music

ROBERT L. JOHNSON

(Southern Normal University, University of Valparaiso)
Principal, Atwood High School, Tennessee, 1908-1909; Principal, Rivers Graded School, Tennessee, 1909-1912; Head of Commercial Department, Jackson School of Business, Tennessee, 1912-1914; Associate Principal and Treasurer, Westminster School, North Carolina, 1914-1922; Head of Grammar Grades, McCallie School, Tennessee, 1922-1923; Head of History Department, Blue Ridge School for Boys, North Carolina, 1923-1924; Commercial Department, Mitchell College, 1924—

Commercial

MRS. ROBERT M. RICKERT, B. PD.

North Carolina College for Women, B. PD.

Home Economics and Dietitian


MISS ORA SHARPE

Infirmiry Matron

MITCHELL :: COLLEGE



HISTORICAL SKETCH

S early as 1852, Concord Presbytery began to plan for an institution of higher education for young women. The first concrete result was a strong, beautiful structure in a picturesque part of Statesville. When nearing completion in 1855, this building was destroyed by a storm. While another building was being constructed school was opened in temporary quarters, September 15th, 1856. In 1857 the College building was ready for occupancy and is described in the catalog of 1859 as "of brick, handsomely stuccoed, 138 feet in length, with a central depth of about 80 feet, and three stories high. Its front, facing the principal street of the town, is ornamented with a lofty portico, supported by six massive columns, adding greatly to the beauty of its architectural proportions." It was known at that time as Concord Female College, and Professor John B. Tinsley was its first President. Through the troublous years preceding and during the Civil War, Mr. E. W. Faucette, and Rev. S. C. Millen were successively President. From 1864 to 1874 it met with varying success under the successive administrations of Rev. J. M. M. Caldwell, Rev. E. F. Rockwell, Rev. R. B. Anderson, and Rev. Taylor Martin. Somewhere about 1873, because of financial troubles, it was sold to Mr. R. F. Simonton, of Statesville, and was known for some years as the Simonton Female College. From 1875 to 1883 it flourished under the Presidency of Mrs. E. N. Grant, assisted by her sister, Miss M. E. Mitchell, daughters of Dr. Elisha Mitchell, who met a tragic death in 1857, while exploring what is now known as Mt. Mitchell. After Mrs. Grant's death the school was closed for a short while,

and was then reopened and had a successful career for eleven years under the Presidency of Mrs. Fannie Everett Walton. In the meantime Mr. Simonton had died and the property was bought by a "Syndicate." This body of men sold off quite a good deal of the land, and then sold the College and what land remained to Mrs. Walton. After her retirement the property would have been lost to the Presbyterian Church, but for the noble and timely aid of Rev. J. B. Shearer, D. D. He purchased the property in 1896, repaired the buildings and secured Captain J. B. Burwell to conduct it as a Presbyterian school. At this time it took the name of the Statesville Female College. After Dr. John A. Scott became president in 1900, Dr. Shearer deeded the property to Concord Presbytery, and it was for several years under the joint control of Concord and Mecklenburg Presbyteries. From this time onward the College has prospered and the property has been greatly improved.

Largely through the generosity of Mr. W. F. Hall, of Statesville, and other friends, a large addition was made to the Main Building in 1908, and in honor of Dr. Shearer, it was named "Shearer Music Hall." Dr. Scott's successful administration of fifteen years, was succeeded by seven very fruitful years under the Presidency of Mr. J. M. Moore. Upon his retirement in the Spring of 1922 the College began a constructive administration under the Presidency of Rev. W. F. Hollingsworth, and directly under the control of Concord Presbytery. Since July, 1924, the College has been under the administration of Rev. G. H. Ellmore.

CHANGE OF NAME

On the sixtieth anniversary of the College, urged by the Alumnae and approved by the Trustees, Concord Presbytery changed the name of Statesville Female College to MITCHELL COLLEGE.

“The name was given to the College as a mark of honor to Mrs. Eliza Mitchell Grant and Miss Margaret Eliot Mitchell, daughters of Dr. Elisha Mitchell, scientist, educator, and Christian. Mrs. Grant became President of Statesville College in 1875, and Miss Margaret Mitchell in the same year began teaching science in the College, using in her work the scientific apparatus of her distinguished father.”

“In the selection of the new name, Dr. Elisha Mitchell becomes the embodiment of the ideal—the patron saint of your College. His eminence as a scholar and teacher, his devotion to the education of youth, and his exalted life, should be the inspiration for noble attainment to your institution and to all its aspiring students.”—*Hon. Locke Craig.*

LOCATION AND HEALTH

The location of an educational institution means much for its future life and growth. MITCHELL's founders could hardly have chosen more wisely. Statesville has come to be known by its thousands of admirers as “the best town in North Carolina.” It is in the heart of the industrial center of the State—in less than a hundred miles of Greensboro and Winston-Salem, and in less than fifty from Salisbury and Charlotte. It is easily accessible from all parts of the State, by both bus and train service. It is on the main line of the Southern Railway, and twelve passenger trains pass through every 24 hours. Two telegraph companies, and good telephone service, also put it in conversational touch with all parts of the country. Statesville is a modern small city of between ten and fifteen thousand population, affording the social, literary, musical and educational advantages of the large city, while being free from the temptations which make the large city an undesirable environment for young people in the formative years of life. It is in the healthful Piedmont section with mountain peaks of the Blue Ridge looming in the

distance, and has a delightfully mild all-year climate. Outdoor games and sports, physical culture, plenty of fresh air and sunshine are possible, and will be regarded as a regular part of school routine. Abounding physical health is productive of the highest mental activity.

GROUNDS AND BUILDINGS

Since its early founding the city has grown up around the College, and its grounds have been somewhat restricted, but the Trustees have recently acquired several lots of adjoining property, and the campus has been considerably enlarged. The front grounds are preserved as a park and flower garden, and sufficient space at the ends and rear of the building are reserved for athletic sports. Tennis, basketball, and volleyball courts are maintained, and will be increased as needed.

The College building is a handsome, substantial structure as shown in the frontispiece picture, and being all under one roof makes it most convenient. The original building contains class rooms, library, laboratories, dining room, offices, dormitories, etc., and in 1908, the Shearer Music Hall was built by devoted friends and presented to the Presbytery. It is now a part of the original building and contains an auditorium capable of seating about eight hundred, besides, studios, practice rooms and dormitory rooms. Five years ago, during the Million Dollar Campaign for Education, citizens of Statesville, regardless of church affiliation, subscribed liberally, with the understanding that their gifts were to be used in the further improvement of their own College. This money has been and is still being expended for the better physical equipment of the institution. The building is furnished with both gas and electricity for heating and lighting purposes, is steam-heated throughout, has an abundant supply of good water, the rooms are comfortably furnished, and the equipment is far better in every way than might reasonably be expected, considering our very moderate charges.

SOCIAL LIFE

Good morals must be crowned with good manners. Social training is quite as important as mental training. Many good and capable girls may seriously impair or limit their usefulness by some unfortunate manner or habit. To the end that there may be a perfect development of personality a series of talks will be given throughout the year upon social forms and etiquette. A series of receptions will provide practice in easy and graceful hospitality. The routine of school life will be relieved at suitable intervals by literary and musical entertainments, lectures, and recitals, accompanied by informal social hours. Mitchell girls will also be allowed to participate in social life outside of the College to a limited extent when properly chaperoned.

RELIGIOUS LIFE

MITCHELL COLLEGE maintains that there can be no education without the development of the spiritual along with the physical and mental. It further believes that spiritual growth should be promoted under the influence of the Church, and stands for positive Christian truth. MITCHELL endeavors to cast about the students a wholesome religious atmosphere. Religious exercises are held every school day at which attendance is required.

For the development of spiritual life, and training in Christian leadership an active Christian Endeavor Society is maintained and conducted by the students. This organization sponsors week-day prayer meetings. The students are divided into groups where they, themselves, lead the service, thereby learning to lead in prayer and worship. Twice a week they have joint meetings led by the Dean.

Church and Sunday school attendance on Sunday is a regular part of school life. Resident students will have the

opportunity to worship in the various churches, to hear good sermons and good music, and to observe and participate in well-conducted Sunday schools.

THE BIBLE

The emphasis put upon the teaching of the Bible by capable teachers, and the moral and Christian atmosphere maintained in church schools are the things that differentiate Church and Christian education from State education. But for these the Church has no excuse for entering the educational field.

“An intellectual growth will only add to our confusion unless it is accompanied by a moral growth. I do not know any source of moral power other than that which comes from religion.”—*Ex-President Coolidge*.

“I am in no way untrue to State institutions when I say that in our day one might become a bachelor or master in any one of the best of them and be as ignorant of the Bible * * * and the fundamental principles of religion * * * as if he had been educated in a non-Christian country.”—*Dr. Thompson*.

“I do not believe you are going to make the right kind of citizen by a Godless education and then adding in religion afterward. The idea is wrong. Education and religion must go hand in hand.”—*Dr. Hadley*.

“Education has always yielded her best fruit when associated with religion.”—*Ex-President Wilson*.

MITCHELL COLLEGE makes no apology for the prominent place that is given to the English Bible in its curriculum. We have arranged it so that every student, though she tarry but a session, shall receive some Bible instruction. No one can be said to be truly educated who is ignorant of the Bible.

Some time ago the Trustees of MITCHELL COLLEGE decided to establish the J. B. Shearer Chair of English Bible and Philosophy. This chair is founded in honor of the late Rev. J. B. Shearer, D. D., L.L.D., President of the Board of Trustees of the College, and one of its most loyal friends and substantial supporters. The Trustees cordially invite the friends of this great patron and promoter of Christian Education to contribute to a fund for the endowment of this Chair.

SCHOOL LIFE AND DISCIPLINE

Our resident students range in age from fifteen to twenty-one years, the most plastic and formative period of life. In a boarding school more hours of a girl's life are spent in close contact with teachers and officers of the school, than would be possible with father and mother in her home.

It is equally true in this day and time that school authorities can exact an obedience and exercise a control which is not possible in the home-life of many families. One advantage of the small College is the close relationship between officers, pupils and teachers. The classes are not so large but that each pupil can receive much individual attention. The whole atmosphere of a Christian College with its high ideals, helpful spirit, and example of right living—enforcing right teaching—cannot be other than highly beneficial in the formation of strong Christian character. The President and Trustees exercise the utmost caution in the selection of teachers. They are sufficient in number to give the most efficient service. They are all graduates of well-known standard colleges, and universities. They are selected not only because of scholarship and known ability to teach, but because of their fitness to be leaders and examples of Christian life and conduct.

We desire only those pupils who are willing to study and will submit gracefully to discipline. No idlers are wanted, but those who have a purpose in life will find ample oppor-

tunity to develop their talents, and will not find it hard to conform to the requirements of the school. Our aim is that the moral tone and character of the students shall be so high that they will tolerate no wrongdoing, but will fully co-operate with the faculty in securing their own highest good, which is identical with the best interests of the school. The "honor system" is inculcated in all relations between the pupils and the school authorities.

No student will be allowed to remain in school whose example is bad, who will not submit gracefully to necessary discipline, and whose influence is hurtful. *The President reserves the right to require the withdrawal of such a student at any time.* Firmness mingled with kindness will be our guiding principle.

Principles fixed by the Board of Trustees for the regulation of the conduct of the student body:

"The students of this institution shall at all times maintain such a standard of moral conduct and rectitude as in keeping with the ideals and requirements of a Christian college.

They shall conform faithfully to all rules and regulations of the college, and shall heartily co-operate in endeavoring to create and perpetuate such a college spirit and reputation as will be the pride of all the friends of the institution.

They shall attend the First Presbyterian Church, in a body, at least once every Sabbath, preferably at the morning hour of worship. However, by written requests of parents and guardians to the President of the college, arrangements may be made for students who are members of other denominations to attend their own churches.

Except in cases of emergency, students residing in the dormitory shall not be permitted to spend more than one week-end out of the college each quarter, either at home or elsewhere."

EFFICIENCY

From experience and observation we have noticed that students seeking entrance are often not prepared for the classes that they think they are, and they are greatly disappointed. They fail to acquire a high grade, or find the work very hard, because of the lack of thoroughness in their foundation work. It is the constant aim of this school to do thorough work in all departments, and to be absolutely honest with patrons in marking and grading. The student must do the work required in each subject before being promoted. Reviews, written and oral tests, and other approved methods are constantly in use to promote studious habits, and to secure the best results. Interested friends have offered medals, as will be seen elsewhere, to encourage the student's best efforts. A yearly average of 70 per cent in each subject is required for promotion. A general average of 90 per cent entitles one to honorable mention, and a general average of 95 per cent entitles one to the Honor Roll. Quarterly reports will be sent to parents and guardians.

BOARDING DEPARTMENT

The kitchen and dining room are under the close and constant supervision of an experienced matron. A great effort is made to provide abundant and wholesome food, well prepared and attractively served. The menus are arranged with due reference to the needs of young girls. We believe that few schools provide as good.

Prompt attendance on all meals required. When a pupil is too sick to attend classes or meals she will be sent to the infirmary and be under the care of the infirmary matron. A teacher presides at each table, and proper decorum and etiquette are observed.

LIBRARY

The College Library consists of more than 2,500 well-chosen volumes, and a number of pamphlets. The books of the library are classified according to the Dewey decimal system, are made accessible to readers by means of a complete card catalog of authors and subjects. The reference shelves are well furnished with encyclopedias, dictionaries, and other books of reference adapted to the wants of the students in all classes. The reading room is supplied with a large number of the leading magazines and periodicals, as well as with daily and weekly newspapers.

The Library and Reading Room are under the supervision of a trained librarian and her assistants .

LITERARY SOCIETIES

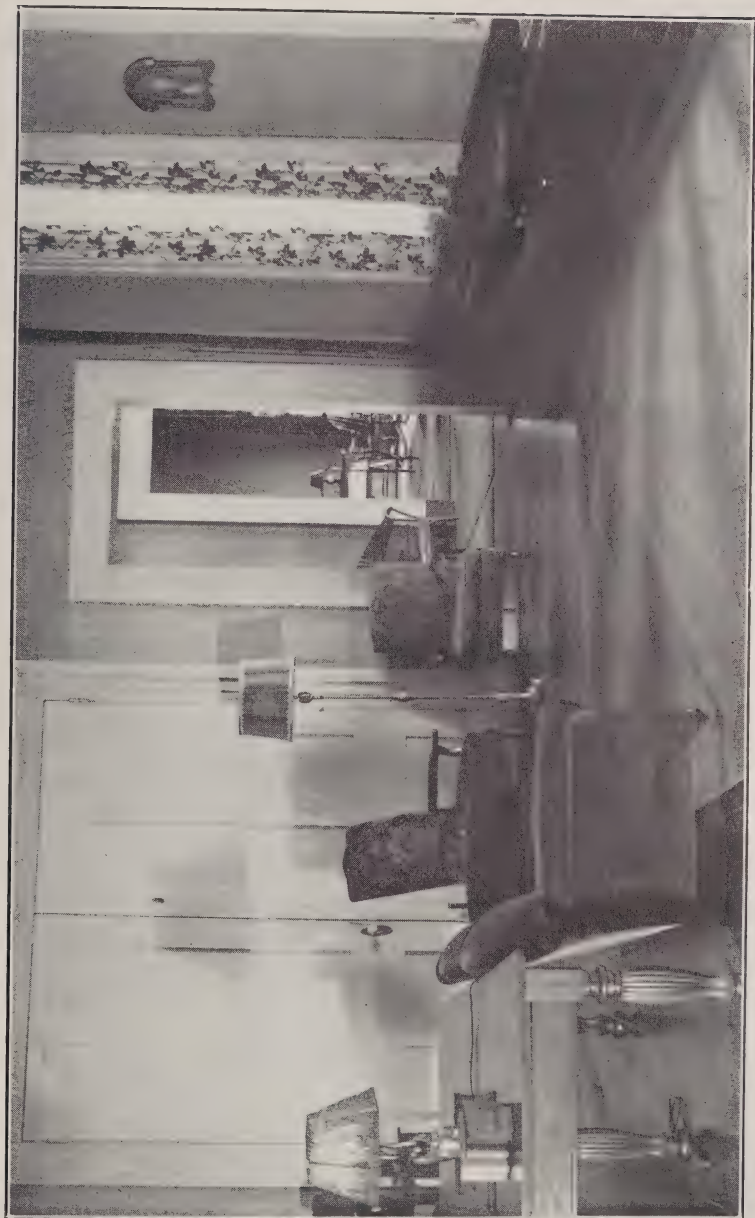
Every student is expected to be a member of one or the other of the two Literary Societies—The Phi Kappa and the Phi Mu. At the bi-monthly meetings interesting programs are rendered, consisting of music, essays, readings, and debates. They cultivate ease of manner and grace of expression before an audience.

ATHLETIC ASSOCIATION

“The object of this association shall be to promote an interest in athletic and a healthful competition, and to further the welfare of the school and of the individual by maintaining the highest ideals for beautiful, wholesome womanhood, for sportsmanship, good comradeship and fair play.”

ALUMNÆ ASSOCIATION

The Alumnæ Association is an important factor in the life of the College. The organization meets annually during Commencement. The object of the Association is to foster



STUDENT'S LOUNGE

among the Alumnae sentiments of affection for their Alma Mater and for each other, and to arouse and quicken interest in Christian education. At present the Alumnae are giving their energies to the work of increasing the equipment of the College and of adding to its patronage.

PERSONAL OUTFIT

Each teacher and pupil is expected to furnish for personal use a sufficient number of towels, table napkins, blankets, bed coverings, four sheets, two pillow cases (about 20x28,) one or two counterpanes, two laundry bags. A glass and spoon for use in the room, an umbrella, overshoes, and rain-coat are requisites. Some rooms are furnished with double beds, and some with single beds. All personal articles are required to be marked with wash-proof name tapes. These are inexpensive and furnish the easiest and most satisfactory method of marking clothes. Order blanks will be furnished to prospective students. Orders can be filled in two weeks or less.

MEDALS AND PRIZES

Wood Bible Medal—The family of the late Rev. W. A. Wood, D. D., offer a gold medal to the pupil who makes the highest grade for the year in Bible in the College department.

Stikeleather Bible Medal—Mr. Horace H. Stikeleather offers a gold medal to the pupil who makes the highest average in Bible in the Academy.

Mills Music Medal—Mr. C. E. Mills, of Statesville, offers a gold medal to the pupil in the music department who makes the greatest progress in Music under the Director.

Johnson Voice Medal—In honor of her father, Frank Osborne Johnson, Miss Lorene Johnson offers a gold medal to the pupil in the department of Voice who makes the greatest progress in Vocal Music.

Caldwell English Medal—In honor of her distinguished brother, the late Editor J. P. Caldwell, Miss Jennie A. Caldwell established a medal to be awarded at each annual Commencement to the member of the Senior Class making the highest average for the year in the Department of English.

Steele Music Medal—The Steele Music Medal is offered by J. C. Steele & Sons, of Statesville, to the student making the greatest progress during the year in the Intermediate Class under Associate Teacher.

Allison Medal—Mrs. D. F. Stevenson, (Atlanta, Ga.,) offers a medal in memory of her grandfather, Col. Thos. A. Allison, one of the founders, and for a long time a trustee, of Mitchell College. This medal is to be given annually for the best essay submitted by the Academy Seniors on a subject to be assigned by the donor.

NOTE—The Faculty reserves the right to withhold anyone of the above medals if no student in that department or class averages as high as 90 per cent.

SCHOLARSHIPS

The following scholarships are offered to deserving girls of limited means. These scholarships pay the full literary tuition for a year in MITCHELL COLLEGE:

The Wagner Scholarship is endowed by Mr. L. C. Wagner, of Statesville, in honor of his mother, Mrs. Susan Wagner.

The Goodman Scholarship is endowed by Mrs. John T. Goodman, Mt. Ulla, N. C., in memory of her husband, John T. Goodman, and their daughter, Alice Noel Goodman.

Steele Scholarship—Messrs. J. C. Steele & Sons established in 1909 a scholarship endowed for twenty years—the beneficiary to be named by themselves.

Shearer Scholarship—The Trustees of the College have established a perpetual scholarship in honor of Dr. J. B.

Shearer, in recognition of his great service to the cause of Christian education, and to MITCHELL COLLEGE in particular.

Hill Scholarship—The Trustees have also established a scholarship in honor of Professor J. H. Hill, in recognition of his services to MITCHELL COLLEGE and to the cause of education in Statesville, and Iredell County.

The *Irvin Scholarship* is endowed through the generosity of the late Mrs. J. C. Irvin.

The College should have at least twenty-five scholarships that would pay the tuition of worthy and needy girls. We trust that many individuals, auxiliaries, Bible Classes and Churches will provide tuition scholarships of eighty dollars each. We believe that this opportunity should appeal to all friends of Christian education.

LOAN FUND

Masonic Student Loan Fund—This fund was established in 1925 by the Grand Lodge of North Carolina.

James Hall Loan Fund—This fund has been provided through the generosity of the Alumnae Association.

Business and Professional Women's Club Loan Fund—This fund was established in 1925 by the Business and Professional Women's Club of Statesville.

Carrie Watts Loan Fund—This fund has been established by the Woman's Auxiliary of the First Presbyterian Church, of Statesville.

Student Loan Fund of the Presbyterian Church—Mitchell College has access to the Student Loan Fund of the Executive Committee of Christian Education of the Presbyterian Church.

Full particulars regarding these funds may be obtained from the President.

STUDENT AID

In order to make it possible for some to get the advantages we offer, who are not able to pay the entire cost, a limited number of girls will be given light work in the dining room for which they will be credited a definite amount each month on their board and tuition. All who receive scholarship aid should show a willingness to do all they can in the way of self-help. The College has no work to offer by which a student could pay her whole way; and if it had the student could not find time to do that much. The work that is offered in no way interferes with class work or study periods. All who wish help should make early application directly to the President.

STUDENT GOVERNMENT

A modified form of student government has been organized under the rules and regulations adopted by the student Government Association. The aim of this association, as set forth in the constitution, is "to develop a high sense of honor, to promote student and faculty co-operation in matters of school conduct and discipline, and to enforce the regulations that have been adopted, as founded in wisdom and expediency."

Each one who is matriculated becomes, by that act, a member of this Association, and signs the following:

PLEDGE

As a student in Mitchell College, I acknowledge my membership in the Student Government Association and promise to be governed in my conduct by its rules and regulations. I recognize that I have the good name and reputation of my

school to maintain, as well as my own, and I further promise to promote her interests in every way possible, and to be guided by the "honor system" in all my relations to the faculty and to my fellow students.

GENERAL REMARKS

Parents are urged to co-operate with the school by inculcating the idea of simplicity and economy in dress. Expensive and elaborate dressing is not suitable for school girls, and creates envy and unhappiness in others. Strong walking shoes should be provided for out-door wear during winter.

Parents are earnestly requested to have eyes examined, glasses fitted, dental work done, and other such matters, on which good school work depends, attended to before pupils leave home.

Pupils will be required to care for their own rooms, which will be subject to daily inspection, and on which they will be graded for neatness, etc.

Permission from parents to pupils to do things contrary to the rules of the school, or contrary to what seems best to the school authorities, cannot be granted. Reasons will always be given where such permissions are not allowed, when requested.

Visitors and day pupils are not allowed in the private apartments of the dormitory without special permission.

Visitors are not allowed to interfere with class and school work, except for good reasons. All Sunday visiting is discouraged.

Pupils will be held strictly responsible for all damage done to school property, and a fair assessment will be made in each case, and payment required.

Simple remedies and medicines, with infirmity attention, will be furnished without additional charge. But in case of serious sickness and attendance of a physician, or nurse, the parent or guardian will be required to pay the cost. All prescriptions are charged at actual cost.

Pupils who get sick during school will be given every possible attention as regards medicine and nutrition. But people who require "special diet" cannot be received either as pupils or teachers.

All "extra" charges are eliminated as far as possible so one can easily calculate just what the total expenses will be. An allowance of from ten to fifteen dollars should be made for text books, sheet music, etc. In the advanced classes the total will be more.

Young men visitors from the home communities of the students must bring letters of introduction from the parents or guardians of those upon whom they wish to call. Only members of the immediate family will be allowed to call on Sunday.

No one may invite a guest to be entertained in the house without permission of the Dean or President, and satisfactory arrangements made as to length of stay, charges, etc.

Chafing dishes and electrical appliances are not allowed in the dormitory rooms. This regulation is a safeguard against fire.

Patrons are particularly requested to notify the President as to time of arrival in Statesville of prospective students in order that they may be met at the depot. Young ladies traveling alone, and not being met at the station, must report at the College without delay.

Pupils seeking admission must give evidence of honorable

dismissal from previous school attended, of normal health, and good character. As soon as registration fee and application are received a blank form will be sent to new students to be filled out certifying work previously done.

ROOM RESERVATION

By reason of our limited dormitory space and the numbers seeking admission, we are obliged to require our patrons to sign the application form printed in the catalog and to make a deposit of \$10.00 as an evidence of good faith, in order to secure the reservation of a room. This fee will pay certain College charges as indicated elsewhere, *but is not credited on board and tuition.*

As the number of rooms available for students is limited and the College has very little income except from student fees, we must insist that patrons reserving a room should understand that it is for the school year. The withdrawal of a pupil after it is too late to fill the vacated space with another student means considerable financial loss to the College. Should several do this it would lead to a serious deficit in current expenses. *Therefore, the withdrawal of a student except for protracted illness, or purely providential reasons, will be regarded as inconsistent with school ethics and business honesty.*

We especially advise early application to make sure of a room. We give preference to former students, but rooms can not be held for them, if they are late in sending in their application in due form. No room will be held after school opens without full payment of board and tuition from the opening day. No deduction in fees will be made for pupils who enter two or three weeks late. This always entails extra work on teachers and officers of the school. No reduction is allowed for temporary absence during the term. No deductions for

any cause will be allowed to students who withdraw during the last quarter.

We urge parents to make every effort, and to make some sacrifice, if necessary, in order to have pupils enter promptly at the beginning. To be a few days or weeks late may seem a small thing to pupil or parent, but on this may hinge the success or failure of the year's work.

SCHOOL TERMS AND RATES

The school session is divided into a Fall term and a Spring term. It is also divided into four quarters. All bills for Board, Tuition, Specials, etc., are payable *Quarterly in Advance*. Quarterly payments will be due and payable September 3rd, November 4th, January 21st, and March 25th

Patrons expecting any other terms or conditions must make satisfactory arrangements with the President before the student is matriculated. On account of our very reasonable charges, no *discounts or reductions* can be granted. A reasonable allowance will be made for absence on account of *protracted sickness*. Pupils leaving school during the quarter will not be allowed any rebate. No fees will be returned in case of suspension or expulsion. *All school contracts are understood to be made for the year unless otherwise specified in writing.*

EXPENSES FOR THE YEAR

RESIDENT STUDENTS

Registration fee (to be applied to infirmary, and contingent fees—not credited on Board and Tuition)	\$ 10.00
Board, furnished room, light, heat, and laundry, per year.....	200.00
Tuition, in Five subjects except "Specials," per year.....	80.00
Medical fee	2.00
Library fee	3.00

Total, Regular charges for the school year..... \$295.00

Daughters of ministers will not be charged for Literary Tuition.



DORMITORY ROOM

Payments—Registration fee of \$10.00 must be paid by all students, whether old or new, when room is reserved. This fee is not credited on board and tuition, and is not returnable under any conditions after August 15th. The regular charge of \$285 for board, tuition, etc., is payable **strictly in advance**, in four equal payments of \$71.25, at the times specified elsewhere.

Books, stationery, sheet music and "specials" are not included in the above charges.

DAY STUDENTS

Registration fee (applied to Library and contingent fees— not credited on Tuition)	\$ 5.00
Tuition, College and Academy, per year	80.00
Library Fee	3.00

Daughters of ministers will not be charged for Literary Tuition.

The regular Tuition and "Special" charges are the same for resident and non-resident students, and are payable in the same way, **Quarterly in Advance**. All bills must be paid promptly, or satisfactory reasons given, if students are to remain in school.

Pipe Organ, per quarter	\$ 20.00
Piano, per quarter	17.50
Voice, per quarter	17.50
Public School Music, per quarter	4.00
Choral Singing, per quarter	2.50
Theory, Harmony, or History of Music, per quarter.....	2.50
Use of Piano, per quarter	2.00
Use of Organ, per quarter	5.00
Commercial Course { Stenography, per quarter	9.50
{ Typewriting, per quarter	9.50
{ Bookkeeping, per quarter	4.00
Domestic Science Laboratory Fee, per quarter	6.00
Domestic Art Laboratory Fee, per quarter	4.00
Biology Laboratory Fee, per quarter	2.00
Chemistry Laboratory Fee, per quarter	2.00
Diploma Fee (Literary or Special)	5.00
Certificate	3.00

No student is enrolled in any regular or "Special" course for less than one quarter, and withdrawal during the quarter will not entitle her to any rebate.

Students taking both literary work and special pay the "Special" charge and \$16.00 per year tuition for each Literary Course.

LITERARY DEPARTMENT

MITCHELL ACADEMY

REQUIREMENTS FOR ADMISSION

This department presents the upper years of a standard four-year High School course, preparatory to College. Any student who has completed with credit the ninth grade of an Approved High School, and can give satisfactory evidence of honorable dismissal, will be eligible for the 10th grade of the Academy. Pupils seeking admission to the tenth or eleventh grades must produce certificates showing work previously done, signed by the principal of the last school attended. Continuance in the grade assigned will be dependent on the student's ability to do the work.

The Academy is on the accredited list of the North Carolina Association of Colleges, and also on the accredited list of the State Department of Public Instruction. This gives its graduates ready entrance to our best colleges without examination.

College Preparatory and General Elective courses in the tenth and eleventh grades, as indicated in the following outlines, and special courses in Music, are offered. The regular courses are designed to meet College entrance requirements of Standard Colleges, and the elective courses are both cultural and practical. Students entering upon High School work should know at the time, if possible, whether they are to take a two- or four-year College course and consult with the President as to the course best suited to their particular needs. *After selection has been made and work begun no*

changes will be allowed without the Faculty's consent and approval.

MITCHELL ACADEMY

REQUIREMENTS FOR GRADUATION

In order to receive an Academy diploma the student must complete 15 units of High School work as specified by the State Department of Education. The Standard Colleges require as a quantitative condition for admission 15 units, and as a qualitative condition assurance of ability to do College work. Eastern Colleges for Women require a larger amount of work in Foreign Languages.

It is highly desirable that those who receive their High School Diploma at Mitchell should continue through the two years of College, thereby keeping their records unbroken, and giving continuity to their work. The chasm between High School and College is broad, and can best be bridged by continuing in the same Institution. In the smaller classes of the small College the student gets more personal attention, and is far more likely to "make good" in her first year of College work.

MITCHELL COLLEGE

REQUIREMENTS FOR ADMISSION

MITCHELL COLLEGE is now a fully accredited Standard Junior College. The conditions of entrance are the same, the college hours are the same, the quality and quantity of work the same as in any standard four-year College or University. The first two years of College work at MITCHELL prepare students to enter the third year class of any higher institution. The courses of study are also arranged so that the graduates of MITCHELL COLLEGE may receive the State Teacher's Certificates without attending summer schools.

The requirements for admission to the Junior College courses are the same as those of the standard four-year College and State Universities. For admission to any college course 15 units of approved preparatory work are requisite. Arrangements may be made for Irregular and Special students, but at least 12 hours of work in Literary subjects must be carried. Such irregular and special students will pay the same price and be under the same rules as the other students.

The subjects accepted as credits for admission are outlined in detail on the blank which is furnished each prospective student. These should be filled out and signed by the principal of the last school attended and sent in as early as possible. Unless such certificate is furnished, admission will be by examination. Graduates of accredited secondary schools will be admitted on certificate, without examination.

Applicants for admission to MITCHELL COLLEGE must present fifteen units from the following list of subjects:

English	4 units	Of the requisite 15 units, the	
Mathematics	3 units	following are prescribed:	
History	4 units	English	4 units
French	2 units	Mathematics	2 units
Spanish	2 units	Foreign Language	2 units
Latin	4 units	History	1 unit
General Science	$\frac{1}{2}$ or 1 unit	Science	1 unit
Physiography	$\frac{1}{2}$ or 1 unit		
Chemistry	$\frac{1}{2}$ or 1 unit		
Biology	$\frac{1}{2}$ or 1 unit		
Physics	$\frac{1}{2}$ or 1 unit		
Home Economics	2 units		
Commercial	2 units		
Music	2 units		

MITCHELL COLLEGE

REQUIREMENTS FOR GRADUATION

The minimum requirements for graduation are the satisfactory completion of 60 semester hours, so divided that not

less than 24 nor more than 36 semester hours shall be carried in one year.

OUTLINE OF STANDARD JUNIOR COLLEGE COURSE

Prescribed Hours	Electives to be Chosen from
English12 hours	Latin 6 hours
Foreign Language 6 hours	History 6 hours
Bible 6 hours	Modern Language 6 hours
History 6 hours	Education12 hours
Science 6 hours	Science 6 hours
Mathematics 6 hours	Home Economics12 hours
Electives18 hours	Theoretical Music 6 hours
	Piano, Voice or Organ..... 6 hours
	Commercial12 hours

In order to receive College credit on any "Specials" the student must have completed previously the elementary course in those subjects and must have completed the equivalent of a High School course.

DIPLOMAS AND CERTIFICATES

Students who complete any one of the full College courses with at least six hours of Bible, will be awarded the Junior College Diploma, which carries no degree. (Some States allow the Title "Associate of Arts.")

Certificates showing work done will be awarded to Irregular and Special students on the completion of approved courses.

A fee of \$5.00 is charged for a Diploma and \$3.00 for a Certificate. No Diplomas, Certificates, school honors, or records, will be given until all bills are paid, or satisfactory arrangements made.

DESCRIPTION OF COURSES

LITERARY DEPARTMENT

The Roman numeral accompanying each subject indicates the number of the course in that subject, both in the "Outline" and the "Description of Courses." College courses are indicated by the letter "C," and Academy courses by the letter "A." Where "Texts" are not named changes are under advisement.

College courses are 3 hours per week, unless otherwise noted. Academy courses are 5 periods per week (45 minutes,) or 4 periods (60 minutes.)

BIBLE

As is proper in a Christian College, the teaching of the Bible is given a prominent place in the curriculum and the study of the Bible is required of every regular pupil throughout each session.

The Bible itself is used as the text and is taught as the Word of God, the only infallible rule of faith and life; and its truths are inculcated with the purpose of developing the moral character and enriching the spiritual life of the students themselves.

ACADEMY BIBLE

First Semester—Old Testament Character Study.

A chronological Old Testament character study from Adam to the fall of Jerusalem is made. From this a historical background of the Bible is obtained as well as practical application for every day living.

Second Semester—Life of Jesus and Early Apostles.

A study of the life of Jesus with the Gospel according to Mat-

thew as a basis and special emphasis upon leading characters connected with Christ and the early Church.

Passages and verses are memorized and a general familiarity with the Book as a whole is obtained.

Four periods per week. Required of all Academy pupils. Credit, one unit.

COLLEGE BIBLE

CI A. First Semester (a) Life and Times of Jesus—

The Gospel of Mark is used as the basis with outside readings from: the other Gospels, Vollmer, "The Modern Student's Life of Christ," the Bible Dictionary and other books.

(b) The Early Church—

The Acts of the Apostles is used as a basis. A brief study of our denominational history, "Presbyterians—Their History and Beliefs,"—Lingle, connects our Church of today with the early Church.

Second Semester—Early History of the Hebrew People—

The books, Genesis through Joshua, are studied, giving the history of the Hebrew people which is the historical background for the New Testament.

Three periods per week. Credit, six semester hours.

CI B.

Same as CIA. Except that class meets two hours per week which necessitates less detailed study and only the beginning of the early history of the Hebrew people possible (Genesis, Leviticus.) Those taking this course also take course CIC.

Two periods per week. Credit, four semester hours.

CI C. Religious Education—

This course is planned to train the students for teaching in Sunday Schools and Vacation Bible Schools. Much time is spent on the story and story-telling as it is the basis for teaching all children. Then a brief study is made of the characteristics, method of teaching, and needs of the Beginners, Primaries, Juniors and Intermediates.

Parts of the following books are used:

"Stories and Story-Telling"—St. John.

"Mother, Teacher of Religion"—Betts.

"Primary Method in the Church School"—Munkres.

“Kindergarden Method in the Church School”—Baker.

“Junior Method in the Church School”—McKibben.

One hour per week. Credit, two semester hours.

Either Course CIA or Courses CIB and CIC are required of all CI students.

ENGLISH

The aim of this Department is to develop in the student the power of writing and of speaking good English, and to inculcate a taste for good literature. Much attention is given to the fundamental principles of grammar, composition, and criticism. A thorough two-year course is offered in the college.

ACADEMY ENGLISH

A III. Composition and Rhetoric—

Themes, Oral and Written. Studies in Literature.

Texts: Ward, Sentence and Theme; Literature and Life Book

III.

Credit, one unit.

A IV. Composition and Literature—

Outlines of Literature, and Original Composition.

Text: Literature and Life Book IV.

Credit, one unit.

COLLEGE ENGLISH

C I. Freshman English—

Three hours, for the year. Required of Freshmen. Credit, six semester hours.

Composition, the written expression of the student's experience, is the chief study of the year. Training is given through exercise in sentence structure and revision, and through weekly written themes. Intensive reading is assigned among selected books.

Texts: Sentences and Thinking—Forester & Steadman. Self-Cultivation in English—Palmer.



STUDENT'S LOUNGE

C IA. Oral English—

One hour for the year. Required of Freshmen. Credit, two semester hours.

A course designed to stimulate the interest of the student in ideas, to enable her to read aloud with ease and expression, and to teach her to speak with a maximum amount of ease. Reading suggested by the American Library Association.

Text: Thought and Its Expression—Clancy.

C II. Sophomore English—

Three hours for the year. Required of Sophomores. Credit, six semester hours.

A survey course in English Literature. Prominent figures in the successive periods of English Literature are studied with a view to understanding the life and thought of the periods in which the various masterpieces were written. An attempt is made to get through a study of the intrinsic worth of the selections the fundamental ideals of human life and the beauty of their expression.

Text: Heath Readings in the Literature of England—Cross and Goode.

Special additional references: A History of English Literature—Moody and Lovett. What Can Literature Do for Me?—C. A. Smith.

DEPARTMENT OF EDUCATION

Courses in this department are open to college students who expect to teach. Students who receive credit for 30 semester hours of college work, including 6 semester hours in Education will receive the State Elementary A Certificate. Students who receive credit for 60 semester hours of college work, including 12 semester hours in Education will receive a Primary C or Grammar Grade C Certificate. This department conforms thoroughly with the requirements of the State Department of Education, and our students therefore receive the highest certificates attainable through one or two years of college work.

All students in Education who are candidates for teaching certificates are expected to take three semester hours of

Educational Psychology; three semester hours of Introductory Teaching Technique; three semester hours of school Organization and Management; three semester hours of special methods in the grades in which they wish to teach; and one hour of Project and Construction work.

In addition to the courses specially provided for them in this department, all students who expect to become teachers would do well to elect courses in American History, Public School Music, Biology, and Health.

C I. Introduction to Teaching—

“An introductory study of the work of our public schools, the business of teaching, etc. This course orients the student in the fields of education.”

Three hours a week throughout the first semester.

Credit, three semester hours.

Text: Introduction to Education—Frazier and Armentrout.

C I. Introductory School Management—

“The primary object of this course is to give the student the fundamental knowledge of what is involved in the conduct of a school. Among the topics treated are: the aims of education; personal qualifications of a good teacher; discipline; program making; daily schedule; school hygiene; supervised study, school ethics.”

Three hours throughout the second semester.

Credit, three hours.

Text: Classroom Organization and Control, Sears.

C II. General Psychology—

The development of points of view, problems, and methods of modern Psychology; the fundamental principles necessary for an understanding of the behavior of human beings. Some of the topics studied are: Original nature and the human body, Habits and their acquisition, Perception, Ideation, Feeling, Personality.

Three hours during the first semester.

Credit, three semester hours.

Texts: Practical Psychology—Robinson.

Required parallel study from Woodworth, James, Thorndike, and others.

C II. Educational Psychology—

This course is designed to acquaint the student with the more important laws and principles of psychology as they apply to the educative process with special application to the elementary school child. Among the topics studied are: the nervous system as the organ of behavior, native equipment, habit and its relation to learning, memory and association, laws of learning, and individual differences.

Three hours a week during the first semester.

Credit, three semester hours.

Text: Psychology for Students of Education—Gates.

Required parallel study: Thorndike, Averhill, La Rue, James, and others.

C II. Primary Methods—

This course deals with recent scientific investigation in the fields of primary reading, language, and number work; and the methods of teaching these subjects in the first, second, and third grades.

This course requires a study of modern reading texts, much parallel reading, discussions and reports, and includes systematic observation of actual teaching in these grades.

Three hours a week during the second semester.

Credit, three semester hours.

Texts: The Primary School—Moore. Some Primary Methods—Sloman.

Required parallel study: Oral and Silent Reading—Stone. Teaching of Reading—Pennell and Cusack. Special Methods in Reading—McMurray, Smith and others.

C II. Grammar Grade Methods—

The purposes of this course are as follows: To select the content that is to be taught in Reading, Language, History, Geography, and Arithmetic in the intermediate grades; and to develop on the part of the students a workable understanding of methods of teaching these subjects.

This course includes a systematic observation of teaching these subjects.

Three hour a week during the second semester.

Credit, three semester hours.

Texts: Modern Principles and the Elementary Teacher's Technique—Holley. Teaching in the Intermediate Grades—Freeland, Adams, and Hall.

Required parallel study: Charters, Kendall and Mirick, Phillips, Chubb, and others.

C II. Projects and Construction Work—

This course seeks to acquaint the student with possible origins for projects in his chosen field. These are out-lined, materials are collected, and the plans are often executed.

ACADEMY HISTORY

A III. Mediaeval and Modern History—

Text: West's World Progress.

Attention given to note books and map-drawing.

Parallel reading in Stoddard's Lectures and other books of travel and biography, with one novel per month from a list submitted by instructor.

Four hours a week through both semesters. Credit, one unit.

A IV. American History—

Text: Latane's History of the United States.

Note book work and map drawing continued.

Parallel reading: Guerber's Thirteen Colonies, Fiske's Old Virginia and Her Neighbors, Roosevelt's Winning of the West, Hill's History of North Carolina, and a selected group of English and American novels.

Four hours a week through both semesters. Credit, one unit.

COLLEGE HISTORY

C I. Modern European History—

History of Modern Europe.

Texts: First Semester—Hayes's Political and Social History of Modern Europe, Vol. I, 1500-1815.

Second Semester—Schapiro's Modern and Contemporary European History.

A survey of the political, economic, social, cultural, and religious history of Europe since the fifteenth century.

Parallel readings: Fifty pages per week from histories of England, Germany, France and Italy; nine novels chosen from a group listed.

Three hours a week through both semesters. Credit, six semester hours.

C II. History of the United States—

A general survey of the political history and the economic development of the United States.

Texts: First Semester—Hart's Formation of the Union used as an outline with special studies in Bassett, Muzzey, Martin and Wilson.

Second Semester—Recent History of the United States by Paxson.

Parallel readings: Fifty pages parallel reading from a given list of history and biography. Nine historical novels are chosen from a given list.

Three hours a week through both semesters. Credit, six semester hours.

LANGUAGE DEPARTMENT

FRENCH

CI A. French—

An Elementary Course designed for those who have had no French, or who have had only one year of High School French. It is aimed to make this course as practical as possible with much oral work, drill in grammatical principles, composition, conversation, dictation, pronunciation. Students are eligible to the Circle Francais. This French Club holds monthly meetings at which topics of general interest pertaining to French literature and French life, manners and customs are discussed.

Four hours a week. Credit, six semester hours.

Texts: Cours Practique de Francais pour Commencants, de Sauze; Petits Contes de France, Meras and Roth; Guerber's Contes et Legends.

C I. First Year College French—

Prerequisites two years of High School French or its equivalent. Review of grammatical principles, composition, dictation, conversation and phonetics. First hand knowledge of France and the French people encouraged by use of realia, foreign exchange letters, current events, *Le Petit Journal*, and *Le Circle Francais*.

Texts: Moliere's *L'avare*; Lotti's *Pecheur d'Islande*; Zola's *L'Attaque du Monlin*; Erckmann—Chatrian's *Le Tresor du Vieux Seigneur* edited by M. Robert; Grammar, Chardenal's *Complete French Course*.

Three hours a week. Credit, six semester hours.

C II. Second Year College French—

Advanced reading course. Explication de Textes, dictation, composition, conversation review of phonetics. Readings from the Dramas of Corneille or Racine and Victor Hugo, *Elements de La Literature Francaise*, Berlitz; *Histoire de France*, Lavissee; *Le Petit Journal*.

Three hours a week. Credit, six semester hours.

SPANISH

C I. First Year College Spanish—

Prerequisite two years of Spanish, Review of Grammatical Principles, composition, conversation, dictation, exchange letters with

Spanish students, current topics from *El Eco*. Membership in *El Centro Hispano* required. It is the object of this club to stimulate interest in the language, literature, and customs of Spain and Hispanic America.

Texts: Ibanez, *Vistas Sudamericanas*; Escrib's *Fortuno*, and Carrion's y Aza's *Zaragueta*; Galdo's *Marianela*; Valera's *Pepita Jimenez*; Grammar, *De Vitis*.

Three hours a week. Credit, six semester hours.

C II.—Second Year College Course—

Composition, dictation, conversation. Advanced reading from novels of Goldos, Caballero, Valera, from dramas of Benevente, Tomayo, y Baus, etc., or Cervante's *Don Quiyote* and Valde's *Jose*. Outline courses in Spanish Literature and Geography. Interest in Spain is stimulated by use of Spanish exchange letters, *El Eco*, and *El Centro Hispano*.

Three hours a week. Credit, six semester hours.

LATIN

C I. Latin, Prose and Poetry—

Selections from Livy's Historical Writings. Lyric Poetry—Horace's Odes.

Readings from, and lectures on the Roman Language and Literature.

Parallel readings: Advanced Prose (Composition during Fall semester).

Two hours a week. Six semester hours credit.

ACADEMY MATHEMATICS

The High School course offers a mathematical training in absolute harmony with the recommendations of the national committee on Mathematical Requirements.

A III. Algebra—

Four hours per week for a year. One unit credit.

Text: Milne-Downey.

A IV. Plane Geometry—

Prerequisite, course 1 and 2. Four hours per week for a year. One unit credit.

Text: Wentworth-Smith.

COLLEGE MATHEMATICS

The College course combines the work which is commonly covered in separate courses. Unified method brings out the relation of the various branches and satisfies the demand for concrete Mathematics.

C I. Mathematical Analysis—

This course is designed to give a general elementary knowledge of the most important principles of advanced Mathematics. It includes a review of advanced Algebra and Plane Trigonometry. Much attention is given to Analytical Geometry and the Calculus.

Required of all students during the first or second year. Three hours a week for the year.

Credit, six semester hours.

Text: Mullins and Smith—Freshman Mathematics.

SCIENCE

All Science work is now done in a laboratory recently refinished and adequately equipped for the courses offered. The work is standard in every particular, and parallels that given in the larger institutions.

ACADEMY SCIENCE

A III. General Science—

A general survey of the fundamental principles of Biology, Chemistry, Physics, etc.

Five hours of recitations and laboratory work each week. Credit one unit.

A IV. General Inorganic Chemistry—

A study of the important principles of Chemistry.

Two recitations and four hours of laboratory work each week. Credit, one unit.

COLLEGE SCIENCE

C I. Hygiene—

A study of the structure and functions of the human body is as-



DINING ROOM

sociated with a consideration of the problems of personal hygiene, and with practical exercises in the care and development of the body.

Three hours per week throughout the year. Credit, six semester hours.

Texts: Fisher and Fiske—How to Live. Martin and Fitz—The Human Body.

C I. General Inorganic Chemistry—

This is an advanced course of college grade, but is so arranged that it may be taken by students who have had no previous work in Chemistry. It includes a study of the preparation, properties, etc., of the metals and non-metals, with special emphasis on the various chemical relations and reactions.

Three hours of lectures and recitations and four hours of laboratory work weekly. Credit, six semester hours.

C II. General Biology—

This course is designed to give students a general knowledge of the fundamental principles of Biology. It includes:

(1) A study of the structure, functions, development and relationships of typical animals and plants.

(2) A discussion of the biological problems, covering such topics as cell structure, differentiation, metabolism and growth, ontogenesis, genetics, and organic response.

Three hours of lectures and recitations and three hours of laboratory work weekly. Credit, six semester hours.

COMMERCIAL DEPARTMENT

The importance of education for secretarial and commercial work is quite manifest. Young women should be prepared to support themselves, if necessary, and to properly manage their own affairs, therefore, they should have thorough courses in business methods.

The constant aim and purpose of this department is to prepare young people in the best manner to take up the exacting duties in the usual commercial lines. The department is under the personal direction of a most highly trained and

widely experienced specialist in commercial. Adequate equipment is furnished, and each student is given much individual instruction.

To the young women who expect to make the greatest success in the business world, shorthand and typewriting has become a necessity. There is a wide field of usefulness open to those who fully qualify themselves in this art. In order to become proficient and successful, the student must apply herself diligently to a well selected course of study.

Shorthand—

Gregg Shorthand is taught. This system has demonstrated its superiority over all other systems in simplicity, legibility and speed. It has been found to meet the most exacting requirements. On account of the fact that it is based on the natural, uniform slant of long hand steady progress can be made from the beginning. Much attention is given to business correspondence, including exercises for practice and punctuation, capitalization and correct English. Before completion of the course the student is given a thorough drill in office practice.

Five hours per week. Credit, 6 semester hours.

Typewriting—

Touch typewriting is taught. Artistic, accurate and speedy typewriting cannot be acquired unless the student is shown carefully the proper method of practicing. It has been found that it is not so much the amount of practice as it is the kind of practice that counts.

Five hours per week. Credit, 6 semester hours.

Bookkeeping and Accounting—

A study of the ordinary work in bookkeeping, followed by practical problems in the trial balance, accounting and the technique of accounts. This will be an elective course.

Four hours per week. Credit, 6 semester hours.

Text: 20th Century Bookkeeping and Accounting.

Students will receive a certificate in Stenography and Typewriting upon the completion of the course and the attainment of proficiency, speed and accuracy. The courses may also be offered for credit toward the Junior College Diploma.

PHYSICAL EDUCATION

Physical Education is recognized as part of the College course. Class work is required. The aim of the department is not primarily to provide a certain amount of physical exercise, but rather to strengthen and to increase the action of circulatory and respiratory organs and to obtain a healthful and symmetrical development of the entire body. Two hours a week.

Basket Ball—

A popular sport in the winter season. Classes are held in which practical and technical instruction is given. Teams are chosen from those enrolled in the classes and a series of games is played at the end of the season. Games are also arranged with nearby schools.

Tennis—

Open to all students in fall and spring. Training is given in the technique of tennis, and honors are awarded to those who know the rules of the game and master certain strokes. Tennis tournaments are held in the fall and spring.

HOME ECONOMICS

This department includes Domestic Science and Domestic Arts. A two-year course leading to a Diploma is planned to meet the needs of two classes of students:

(a) Those who are preparing themselves primarily for the profession of home-making.

(b) Those who are preparing to become teachers of Home Economics.

The Home Economics Laboratory is well equipped with tables and cabinets, hot and cold water, electricity, gas, modern sewing machines and other facilities necessary for conducting thorough courses in this department.

Candidates for the Home Economics Diploma must present 15 units of High School work and complete in a satisfactory manner 60 hours of College work as outlined below.

These courses are also open to all students prepared to take them, and will give elective credits toward other certificates and diplomas.

SYNOPSIS OF COURSES LEADING TO HOME ECONOMICS DIPLOMA

First Year		Second Year	
	hrs.		hrs.
English	6	English	6
Science	6	Science	6
Textile and Sewing	6	Textile and Clothing.....	6
Cooking I	6	Cookery II	6
Elective	6	Elective	6

CI. Textiles and Clothing—

One recitation and four laboratory periods a week through both semesters. Credit, 6 hours.

Cotton and linen materials are studied from the standpoint of the consumer. Selection of materials, planning and adaptations of patterns, and the construction of garments form this course. The student furnishes her own materials.

Text Book: Textiles—Woolman & McGowan.

C II. Textiles and Clothing—

One recitation hour and four laboratory periods a week through both Semesters. Credit, 6 hours.

This Course includes a study of wool and silk materials and their substitutes. Commercial pattern are used. The construction of Children's Clothes, the remodeling of a silk or wool dress and further designing and construction work in these two materials form a part of this course.

C I. Food and Cookery—

One recitation hour and four laboratory periods a week through both semesters. Credit, 6 hours.

This Course includes a study of the composition of food, principles involved in the preparation, the source and manufacture and a study of market prices.

C II. Home Cookery—

One recitation hour and four laboratory periods a week through both semesters. Credit, 6 hours.

This course includes the planning, equipment and furnishing of the kitchen, and dining room, and advanced study of foods and marketing, the preparation and serving of meals, illustrating the correct forms of service and menu making.

A IV. Academy Class Cookery—

Five hours each week to be divided into lecture and laboratory as instructor sees fit. Credit, 1 unit.

A study of the principles of Cookery, Composition and combination of foods and materials. Practical and experimental work.

Text Book: Emma Conley's "Principles of Cookery."

DEPARTMENT OF MUSIC

MISS MARGARET SLOAN

MISS VIRGINIA THOMAS

The Department of Music offers regular courses leading to the Junior College Diploma in Music, which diploma will be conferred upon students who have completed in a creditable manner the prescribed course in piano, organ, or voice.

The lower floor of Shearer Music Hall is devoted to studios, practice rooms and a large auditorium. Practice pianos are assigned to pupils for fixed times which insures regularity in work and the advantage of uninterrupted practice for full time.

Entrance examinations are held during the first two weeks of school to determine class standing.

ABSENCES—Lessons missed, unless excused by the teacher will not be made up. Lessons missed by the teacher will be made up within the semester.

PIANO DEPARTMENT

In the Pianoforte Department great care is given from the beginning to the development of tone and technique in which classic and modern compositions are used according to the needs of the individual students.

Examinations embracing material chosen from the year's work, sight reading, and a piece prepared in two weeks without assistance, are conducted at the close of each year for all students majoring or receiving credits in the Piano Department.

SUGGESTED COURSE OF STUDY

PREPARATORY COURSE

Beginners—

a. Study chosen from: First Grade Piano Book by John M. Williams; Guide for Beginners by Coulson and Spofford; Musical Moments by Livsey; Musical Play for Every Day edited by Presser;

Matthews Book 1. (John M. Williams' Very First Book or Louise Wright's First Lessons may precede any of the above studies for very young students. For older beginners—the Piano Beginner by Heinze, or Adult Beginner's Book edited by Presser).

b. Scale Work Begun—Major scales one and two octaves; ear-training and rhythm drills, written work.

c. Streabbog Op. 63.

d. Selected pieces and duets.

Grade II.—

a. Study chosen from—Second Grade Piano Book by John M. Williams; Greenwald Studios; Matthews Book II; Bilbro or Bugbee Studios.

b. Scales—Major and minor one and two octaves; Chords (tonic, dominant, and subdominant); ear-training and rhythm drills continued; written work; pedaling introduced.

c. Streabbog Op. 64; Burgmuller Op. 100, or Czerny Book I., arranged by Krentzlin; Wolff Op. 191, Short Exercises for Equal Training of Hands.

d. Selected pieces and ensemble work as duets, trios and quartets.

Grade III.—

a. Studies chosen from—Matthews Book III; Master Series for the Young edited by Hughes—Bach, Handel, Haydn, Mozart or Beethoven.

b. Scales—Major and minor one, two, three and four octaves; Arpeggii wrist technique; Chords.

c. Duvernoy Op. 176. Loeschhorn Op. 66 or Czerny Book II., arranged by Krentzlin.

d. Selected pieces and ensemble numbers.

Grade IV.—

a. Hanon I. and II.; Duvernoy Op. 120; Heller Op. 47; Czerny Op. 636.

b. Scales and Arpeggii continued one, two, three, and four octaves—scales played in octaves; Chromatic scales introduced; finger and wrist exercises.

c. First Study of Bach by Leefson or Preparatory School to Bach by Liftl; Preparatory School to the Sonatina by Liftl.

d. Selected pieces such as: The Gay Butterfly, by Mabel Loeb-

Evans; Con Amour by Beaumont; Air de Ballet by Ritter; Traumerei and Romanza by Schumann, and Largo by Handel.

Ensemble numbers such as: Shooting Stars Galop by Holst (two pianos, four hands); Children's March by Schubert (two pianos, eight hands); Spanish Dances by Moszkowski (one piano, four hands); Ballet Music from Rosamunde by Schubert (one piano, four hands.)

JUNIOR COLLEGE COURSE IN PIANO

First Year—

I. Scales and Arpeggii: Major and minor in similar and contrary motions. Chromatic scales, M. M. 108.

II. Technique and Etudes: Pischna; Tausig; Hanon Book III.; Plaidy; Hutcheson, Elements of Technique; Phillip, Technical Studies; Heller Op. 46; Czerny Op. 299; Wilson G. Smith Octave Studies.

III. Bach: Two Part Inventions.

IV. Sonatas: Album including Sonatinas by Clementi and Kuhlau, also Sonatas by Beethoven, Mozart and Haydn.

V. Pieces: Mendelssohn, Songs Without Words; Chopin Preludes; Schutt "A La Bien Aimee;" Tchaikowsky "June Barcarolle."

VI. Ensemble: Nevin's Venetian Suite; Weber—Invitation to the Dance; Grieg—Peer Gynt Suite.

Second Year—

Ia. Scales: Major and minor in thirds, sixths and tenths, similar and contrary motions; also two, three, and four to one. M. M. 132.

b. Arpeggii: In sixths, eighths and tenths in similar and contrary motions; dominant—and diminished—sevenths.

II. Technique: Kullak, Octave Studies; Low, Octave Studies; Heller, Op. 45; Cramer, Fifty Selected Studies.

III. Bach: Three Part Inventions. Little Preludes and Fugues.

IV. Sonatas by Haydn, Mozart and Beethoven.

V. Pieces: Chopin, Nocturnes, Waltzes and Etudes. Schubert, Impromptus. Schumann, Scenes of Childhood. Liszt, Liebestraumes in E. Major and A-flat major. Modern works of the same grade of difficulty.

VI. Ensemble.

VOICE DEPARTMENT

True cultivation of the voice consists in the development of pure tone and its easy, natural use and control in singing;



AUDITORIUM STAGE

concert use of breath, intonation, attack, legato, accent, phrasing and enunciation are the leading features of technical drill. At the same time, a higher ideal than the perfection of mere mechanical skill is sought; namely, a musicianly style of singing and all that is implied in the broad term "interpretation," together with a thorough appreciation of the best works of the best masters both old and new.

The regular course includes easy French and Italian songs, the study of foreign languages being considered important because of inadequate translations.

Examinations embracing varieties of technical exercises, sight singing, songs chosen from the repertoire, a piano accompaniment and a song prepared in two weeks without assistance, are conducted at the close of each year for all students majoring or receiving credit in the Voice Department.

The following outline indicates the standard of work required.

First Year—

Principles of correct breathing and support. Study of tone placing, attack of tone, staccato and legato, distinct English enunciation. Development of smooth major and minor scales and arpeggii. Simple vocal exercises by Shakespeare, Giraudet, Sieber, and Lamperti. Songs of easy grade.

Second Year—

Development of full range of voice, covered head tones, uniformity of color and quality of tone. Fluent scales and arpeggii and easy embellishments are taught. Vocal exercises by Marchesi, Bordogni, Abt, Panofka, and Vaccai. Songs of medium difficulty calculated to cultivate good style and phrasing, including songs in French and Italian.

ORGAN DEPARTMENT

The study of Organ can be most successfully undertaken after finishing the preparatory course in Piano. Students who have enough time to devote their efforts to both instruments should do so by all means, and with the understanding that

graduation in Piano may precede graduation in Organ by one year at least.

Careful attention is given to acquiring facile pedal technique. Much care is given to hymn tune playing, transposition, modulation and the various requirements for service as a Church Organist.

The following general outline indicates the standard of work required:

First Year—

Stainer, "The Organ;" Rinck, "Organ School;" Dudley Buck, "Pedal Studies." Elements of Organ playing, touch, etc. Study of Organ registers, Chorals, easy preludes and trios are given for the cultivation of independence in manual and pedal. Hymn-tune playing.

Second Year—

Major and minor scales for pedals. Rinck "Organ School" continued. W. H. Best "The Art of Organ Playing;" Nilson "Pedal Studies;" Bach "Little Preludes and Fugues." Mendelssohn, Rheinberger, and Guilmant Sonatas. Transposition and modulation. Solo compositions of moderate difficulty of the classic and modern schools.

Examinations embracing materials chosen from the year's work, sight reading and a piece prepared in two weeks without assistance, are conducted at the close of each year for all students majoring or receiving credit in the Organ department.

PUBLIC SCHOOL MUSIC

The course in Public School Music is designed to meet the constantly growing demand for competent teachers of music in the secondary schools. The course offered includes methods of teaching music in primary and grammar grades, rote singing, care of the child voice, sight singing, classification of voices, and the various problems in rhythm, pitch and part singing. Model lessons are given the class and each member of the class gains experience through planning lessons and presenting them to the class. Observation work is also done in the City Schools.

The class meets three times a week throughout the year. Credit, six semester hours.

THEORETICAL SUBJECTS

Theory and Harmony—

This course embraces the study of scales, intervals, melody writing, harmony, musical form and analysis, chord formation and progression, modulations, suspensions.

Course of Study—

First Year Musical Theory—Thomas Tapper.

One semester, two hours credit.

First Year Harmony—Thomas Tapper.

Two semesters, four hours credit.

Second Year Harmony—Thomas Tapper.

Two semesters, four hours credit.

History of Music—

First Year. A study of the historical development of music from the earliest times to the beginning of the nineteenth century. Composers of the classic period particularly stressed. Lectures from the text supplemented by collateral reading and note book work.

Credit, two semester hours.

Text: Hamilton's Outlines of Music History.

Second Year: A continuation of the first course. An extended and critical survey of the music by the great masters of the nineteenth century. A study of the Opera, Oratorio, and of modern schools of composition. Biographies, Lectures upon such topics as: The Sonata Form. The Symphony Orchestra.

Credit, two semester hours.

Text: Hamilton's Outlines of Music History.

Music Appreciation—

a. "Learning to Listen" developed through consideration of the fundamental elements of rhythm, melody, harmony and form. "Listening to Learn" developed through a continued study of these elements. The study of songs, instruments and smaller forms.

b. A study of simple song forms, opera, oratorio, suite, sonata and chamber music, symphonic form, orchestra.

Credit, two semester hours.

CHORAL CLUB

Choral is required of all students in the voice department. It is open to other students whose qualifications meet

with the approval of the director. The work consists of class drill in sight singing and part singing. Special attention is given to firm attack, tone quality, dynamics and tone blending, proper shading and phrasing. Some rehearsals are given over to Christmas carols, hymn singing and chanting. Two rehearsals are held each week and public performances are given at intervals during the year.

In this age when community singing is so strongly urged, such choral training is of inestimable value to all students, but particularly to voice students who contemplate Choir work, to pianists who as teachers may be called upon to direct or accompany small choruses, and to organists upon whom in large measure the direction of the church music of the future must depend.

RECITALS

Student Recitals are given monthly and studio teas twice a month in addition to the large commencement concerts and faculty recitals. The teas and recitals are important factors in the lives of the students as it is through these that poise and deportment for the concert stage are acquired.

REQUIREMENTS FOR JUNIOR COLLEGE DIPLOMA IN MUSIC

First Year			Second Year		
		hrs.			hrs.
Applied Music..	{ Piano Voice Organ }	4	Applied Music..	{ Piano Voice Organ }	4
Theory		2	Appreciation		2
Harmony		4	Harmony		4
History of Music		2	History of Music		2
English		6	English		6
Foreign Language	{ French Italian Spanish }	6	Foreign Language	{ French Italian Spanish }	6
Bible		6	Public School Music		6
History		6	Science (or Health).....		6
		36			36

REGISTER OF STUDENTS

COLLEGE STUDENTS

C II.

Allen, Zennie
Andrews, Anna Wade
Brown, Hazel
Bogle, Maloie
Cowan, Bessie Mae
Cunningham, Helen
Cook, Ethel
Dillon, Dorothy
Easley, Virginia
Gulford, Ruth
Hobbs, Mary Neal
Haney, Adelaide
Irvin, Christine
Jones, Annie Laurie
MacKesson, Mary
Kyles, Edith
Knox, Kathryn

Lindsay, Eunice
Logan, Sarah
Millsaps, Daisy
McCallum, Mae
Morrison, Beth
Poteet, Pearl
Rogers, Cecil
Saraggs, Helen
Steele, Margaret
Stephens, Gladys
Taylor, Mary
Turner, Elizabeth
Troutman, Louise
Troutman, Blanche
Waugh, Alma
Webb, Inez

C I

Alexander, Mary Elizabeth
Alexander, Mildred
Arthur, Wynonna
Blackmon, Maggie
Brawley, Helen
Beaver, Jessie
Bowles, Ruby
Bunch, Elizabeth
Campbell, Addie
Cathy, Margaret
Cline, Mary
Cowan, Mildred
Davis, Mary
Duncan, Clytie
Furches, Lula
Gaston, Janie Bob

Gaston, Kathleen
Greenwood, Susanna
Gilliam, Fannie
Holland, Elizabeth
Knox, Martha
Knox, Lois
Kornegay, Nannie
Koonce, Evelyn
Little, Mattie
Litaker, Louise
Little, Mabel
Morrison, Nelle
Moroney, Louise
Matthews, Sara
Morris, Shirley
Montgomery, Evelyn

✓ McDaniel, Oma
 ✓ McKinney, Emma
 ✓ Patterson, Louise
 ✓ Player, Geneva
 ✓ Prichard, Pearl
 ✓ Quinn, Jean
 ✓ Reed, Adelaide
 ✓ Reddick, Estelle
 ✓ Renwick, Mary
 ✓ Ritchie, Elizabeth

✓ Smith, Irene
 ✓ Sigmon, Dorothy
 ✓ Sronce, Martha
 ✓ Swain, Irene
 ✓ Tatum, Neal
 ✓ Thompson, Mary Wood
 ✓ Weber, Irene
 ✓ White, Beth
 ✓ Williams, Lottie

ACADEMY STUDENTS

✓ Alexander, Elizabeth
 ✓ Caldwell, Margaret
 ✓ Hayes, Polly
 ✓ Henley, Beulah
 ✓ Highway, Dorothy

✓ Mayo, Annie
 ✓ Parker, Grace
 ✓ Putnam, Dorothy
 ✓ Sparrow, Susan

SPECIAL DEPARTMENTS

PIANO

✓ Alexander, Mildred
 ✓ Barrier, Frank
 ✓ Bogle, Maloie
 ✓ Bunch, Mary Elizabeth
 ✓ Dennis, Zella
 ✓ Ellmore, Lois
 ✓ Ellmore, Mary Lee
 ✓ Gilliam, Fannie
 ✓ Irvin, Christine
 ✓ Knox, Harry Lee
 ✓ Kyles, Edith
 ✓ Millsaps, Daisy
 ✓ Morris, Shirley

✓ Pearson, Jessie
 ✓ Rhyne, Mary Louise
 ✓ Stephens, Gladys
 ✓ Steele, Rhoda Mae
 ✓ Sattenfield, Emma Lee
 ✓ Sparrow, Susan
 ✓ Thompson, Virginia
 ✓ Troutman, Louise
 ✓ Troutman, Blanche
 ✓ Vaughan, Mary Brandon
 ✓ Wallace, Constance
 ✓ Watson, Lucile
 ✓ Weber, Irene

ORGAN

✓ Bogle, Maloie
 ✓ Irvin, Christine
 ✓ Frye, Mary
 ✓ Kyles, Edith

✓ Stephens, Gladys
 ✓ Troutman, Louise
 ✓ Watts, Rosa
 ✓ Knox, Eva

VOICE

~~Brown, Maurine~~
~~Gaston, Janie Bob~~
~~Gilliam, Fannie~~
~~Groves, Muriel~~
~~Jones, Annie Laurie~~

~~Moroney, Louise~~
~~Reed, Adelaide~~
~~Sherrill, Mary~~
~~Watts, Rosa~~
~~Weber, Irene~~

HARMONY

~~Bogle, Maloie~~
~~Irvin, Christine~~
~~Jones, Annie Laurie~~

~~Millsaps, Daisy~~
~~Troutman, Blanche~~

PUBLIC SCHOOL OF MUSIC

~~Dillon, Dorothy~~
~~Irvin, Christine~~
~~Jones, Annie Laurie~~
~~Logan, Sarah~~
~~McDaniel, Oma~~
~~Millsaps, Daisy~~

~~Poteet, Pearl~~
~~Vaughan, Mary Brandon~~
~~Waugh, Alma~~
~~Weber, Irene~~
~~Williams, Lottie~~

CHORAL

~~Alexander, Mildred~~
~~Bogle, Maloie~~
~~Brawley, Helen~~
~~Bowles, Ruby~~
~~Bunch, Elizabeth~~
~~Cook, Ethel~~
~~Cowan, Bessie Mae~~
~~Dillon, Dorothy~~
~~Easley, Virginia~~
~~Furches, Lula~~
~~Gaston, Janie Bob~~
~~Gilliam, Fannie~~
~~Guilford, Ruth~~
~~Irvin, Christine~~
~~Jones, Annie Laurie~~

~~MacKesson, Mary~~
~~Mayo, Annie~~
~~Millsaps, Daisy~~
~~Moroney, Louise~~
~~Morris, Shirley~~
~~Morrison, Nelle~~
~~Prichard, Pearl~~
~~Putnam, Dorothy~~
~~Reed, Adelaide~~
~~Rogers, Cecil~~
~~Sronce, Martha~~
~~Stephens, Gladys~~
~~Swain, Irene~~
~~Troutman, Blanche~~
~~Vaughan, Mary Brandon~~

HISTORY OF MUSIC

~~Irvin, Christine~~
~~Troutman, Blanche~~

~~Reed, Adelaide~~

HOME ECONOMICS

~~✓~~ Alexander, Elizabeth
~~✓~~ Cathey, Margaret
~~✓~~ Duncan, Clytie
~~✓~~ Gaston, Janie Bob
~~✓~~ Gaston, Kathleen
~~✓~~ Holland, Elizabeth
~~✓~~ Keonce, Evelyn
~~✓~~ Mayo, Annie

~~✓~~ McCallum, Mae
~~✓~~ Player, Geneva
~~✓~~ Patterson, Louise
~~✓~~ Quinn, Jean
~~✓~~ Renwick, Mary
~~✓~~ Spruce, Martha
~~✓~~ Williams, Lottie

COMMERCIAL

~~✓~~ Ball, Mrs. Viola
~~✓~~ Brawley, Helen
~~✓~~ Clark, Bert
~~✓~~ Crowe, Doris
~~✓~~ Davis, Mary
~~✓~~ Frye, Mary
~~✓~~ Guilford, Ruth
~~✓~~ Gilbert, Zooby
~~✓~~ Henley, Beulah
~~✓~~ Hobbs, Mary Neal
~~✓~~ Jones, Earl
~~✓~~ Knox, Martha

~~✓~~ Lindsay, Eunice
~~✓~~ Little, Mabel
~~✓~~ Matthews, Sarah
~~✓~~ McCoy, Margaret
~~✓~~ Montgomery, Evelyn
~~✓~~ Morris, Shirley
~~✓~~ Putnam, Dorothy
~~✓~~ Reed, Adelaide
~~✓~~ Reddick, Estelle
~~✓~~ Sigmon, Dorothy
~~✓~~ Taylor, Mary
~~✓~~ Shoemaker, Lucy

APPLICATION FOR ADMISSION
TO
MITCHELL COLLEGE
STATESVILLE, N. C.

1929

PRESIDENT MITCHELL COLLEGE:

DEAR SIR—Please reserve a room for my

{ Daughter }
{ Ward }

(Give full name)

for the Session of 1929-'30 (September 3rd to, May 27th.)

I have read your Catalogue and I agree to the terms and conditions. I understand school contracts are made for the year, and I promise not to withdraw my daughter except for providential reasons. I promise to co-operate in every way possible to make the year's work a success. I enclose the reservation fee of \$10.00 which I understand will be credited on College fees, as stated in the Catalogue, if my daughter enters; the same to be forfeited if she does not enter, unless I notify you by August 15th.

Signed _____
(Parent or Guardian)

Address _____

GIVE FOLLOWING INFORMATION

Occupation of Father or Guardian _____ Age of applicant _____

Church affiliation _____ Condition of health _____

What School last attended? _____ Name and address _____

of Principal _____

Course desired at Mitchell College? (1) College _____ (2) Academy _____
(Indicate class you desire to enter)

What Specials? (1) Piano _____ (2) Voice _____ (3) Organ _____

(4) Domestic Science _____ (5) Domestic Art _____ (6) Commercial _____

N. B.—When this application is received by the President, a blank form will be sent for certifying previous work done—also blank form for Name Tape. Other information will be sent ten days before school opens.

